

New Neighbors

NETWORK CAPACITY BUILDING For the Success of English Language Learners



WHY OUR PROJECT?

Year	Number of “Limited English” Students
2008-09	45,885
2007-08	46,418
2006-07	42,727
2005-06	35,817
2004-05	31,956
2003-04	28,741
2002-03	22,589
2001-02	20,352
2000-01	17,194
1999-00	13,079

Hispanic/Latino Students are the majority of English Language Learners in Indiana Public Schools

According to 2008-09 data
(Ranks 1-10)

#1 corresponds to Spanish Speakers:
36,586 or 79.7% of ELLs

WHAT IS SPECIFIC TO OUR PROJECT?

- Focus on the overarching goal: The academic success of English Language Learners
- A holistic approach: Active involvement and increased preparation of all stakeholders
- Capacity building: The empowerment of K-12 and college educators, schools, English language learners, families
- Networking: The building of bridges between all stakeholders (educators, schools, families, university, community organizations)

WHAT HAS HELPED OUR PROGRESS?

- On-going assessment (focusing on goals)
- Accountability (performance and results)
- Collaborative approach (shared leadership)
- Initiative (thinking “outside the box”)
- Investment in all project part-takers (growth)

WHAT HAVE WE DONE SO FAR?

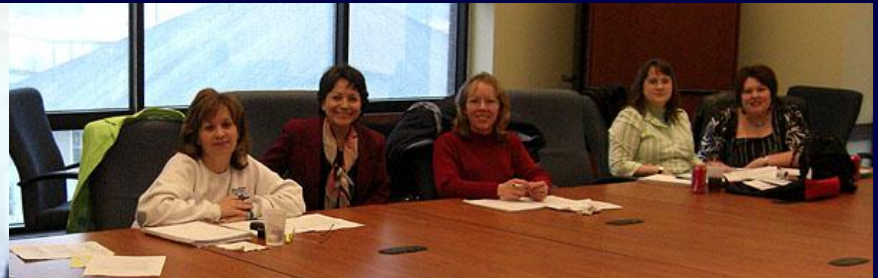
Years 1, 2 and 3 (of 5)

Strengthening our K-12 Partners:

- Annual professional development for regular classroom teachers and school administrators: 70 educators have attended PD series in ENL best practices.
- **ENL licenses (in partnership with IUB):** 22 teachers have been licensed; many more are pursuing the program.
- **Building collaborative leadership:** bi-annual brainstorming/planning and assessment sessions are held with ENL teachers in each of the eight network schools.
- **Synergizing:** monthly meetings with District Liaisons to organize, strategize, and coordinate efforts in the Network schools.
- **Coaching:** tailored instructional support from the NCB Project provided in all Network schools.

Some memories...

RCTs participating in PD series



ENL licensing teachers advising session



K-12 Partners: Cont.

- **Instructional resources in ENL best practices:** annually provided to the network schools.
- **Professional development workshops for school personnel:**
 - 17 psychologists,
 - 14 speech and hearing clinicians,
 - 21 school secretaries and ENL instructional tutors/aides
 - 36 food services personnel
 - 10 school nurses, nurse aides
 - 139 bus drivers.
- **Test score analysis sessions with project research specialist:** to maximize efforts toward understanding data for assessing the academic progress of English language learners.

More memories...

from PD
events



Strengthening our University Educators:

Years 1, 2 and 3 (of 5)

- 18 IU Southeast professors (about 62% of faculty members of the School of Education) have attended professional development sessions in ENL best practices and have revised their syllabi to reflect those practices in their education classes
- Professors are provided with funds for conferences and resources related to best practices for English language learners.
- Professors visit Network schools for observations and input.
- Project faculty submitted a formal input to the call by the Race to the Top initiative for a new USDOE assessment initiative.



Impact of Professional Development for IU Southeast Faculty:



- Revised course syllabi in all education programs address ELL topics:
 - Readings on ENL/ESL foundations
 - Teaching strategies adapted to ELLs
 - Assessment techniques adapted to ELLs
 - Exposure to literature and videos highlighting ELLs
- Field placements for tutoring ELLs in local schools

Empowering English Language Learners

Years 1, 2 and 3 (of 5)



Field Trips to IU Southeast



Summer Enrichment Activities

Empowering Parents and Families

as Partners in the Education of their Children

Years 1, 2 and 3 (of 5): **our process...** Year 1:



Supporting parents and schools at open houses and special sessions with Latino families.

Latino mothers participate as experts in PD sessions for teachers.



**More is needed...
but What?**

**A Bilingual
Education Center
for Adults!**



Empowering Parents and Families
as Partners in the Education of their Children: Cont.

Years 1, 2 and 3 (of 5): **our process...** Year 2:

BECA opens its doors at the NA-FCS Education Support Center

Thank you Horseshoe Foundation!

Thank you NAF-CS!



- Parenting sessions are conducted at BECA: 17 parents complete the series
- Individual Counseling sessions are made available for parents in need
- Six parenting sessions are delivered in Network schools: great success!
- Latino mothers keep participating as experts in PD sessions for teachers

Excellent work, team! but... more literacy practices at home are needed

Empowering Parents and Families as Partners in the Education of their Children: Cont.

Years 1, 2 and 3 (of 5): **our process...** Year 3:

FAMILIES READ: KIDS SUCCEED!

Reflecting / assessing / learning from other experiences / planning

Finding local partners who share vision, commitment, and empathy

Strengthening our links with our local community



Once more: we thank the Horseshoe Foundation for its sponsorship!

Work in progress...

- We have learned and will continue to learn, but we have made good progress
- Our success is collective and empowering for all part-takers
- We are faithful to our vision and goals
- Our holistic approach is being proven as key
- Networking is a valuable strategy...

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NCB-New Neighbors Project Website:

<http://homepages.ius.edu/MHERDOIZ/newnpages/Nn-Components.htm#top>